



## Carver-Edisto Middle

2018 Carver School Road  
Cope, SC 29039

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	583 Students	
<b>Principal</b>	Jeannie B. Monson	803-534-3554
<b>Superintendent</b>	Dr. Floride M. Calvert	803-534-8081
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-8081

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

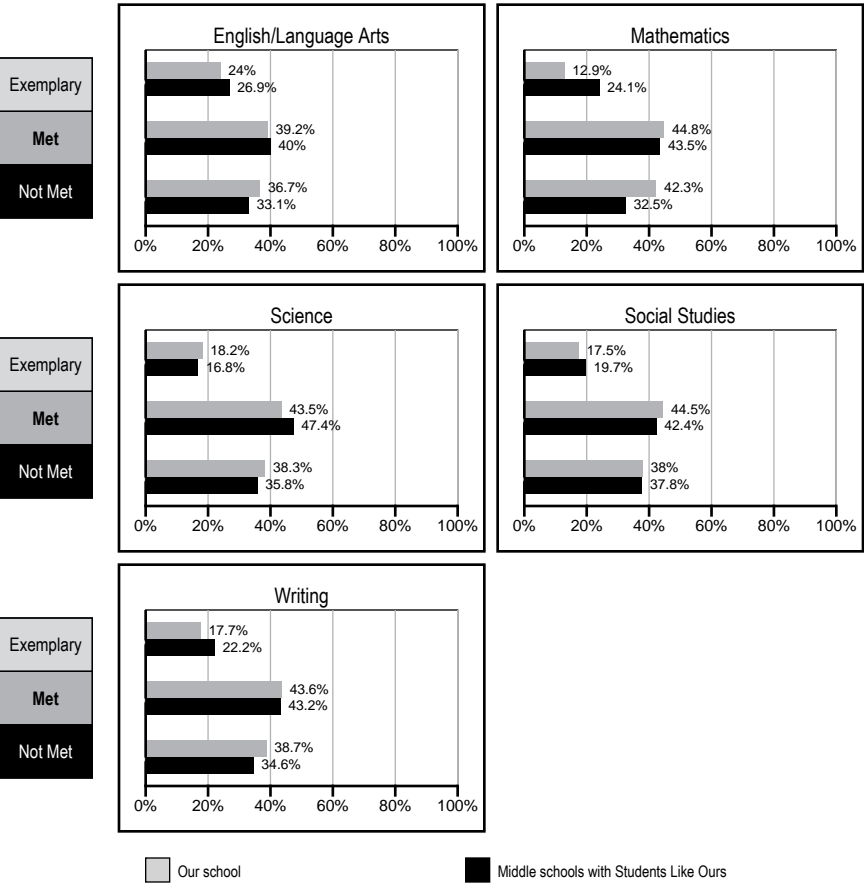
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	6	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	90.4%	96.8%
English 1	84.1%	94.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	86.8%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=583)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	35.4%	Up from 26.5%	16.3%	21.6%
Retention rate	1.5%	Up from 0.8%	1.7%	1.2%
Attendance rate	94.2%	Up from 94.0%	95.5%	95.9%
Eligible for gifted and talented	7.7%	No Change	14.8%	14.8%
With disabilities other than speech	8.1%	Down from 8.3%	13.5%	12.6%
Older than usual for grade	3.3%	Up from 2.0%	3.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.5%	Up from 1.5%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	60.5%	Down from 73.8%	55.4%	56.9%
Continuing contract teachers	50.0%	Down from 61.9%	73.7%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	4.1%	5.3%
Teachers returning from previous year	71.4%	Down from 81.2%	81.4%	82.9%
Teacher attendance rate	95.2%	Down from 95.9%	95.3%	95.2%
Average teacher salary*	\$42,015	Down 8.3%	\$45,893	\$46,599
Professional development days/teacher	4.1 days	Down from 9.6 days	10.1 days	10.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 24.1 to 1	19.5 to 1	20.1 to 1
Prime instructional time	88.8%	Up from 88.2%	90.1%	89.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Up from 91.6%	98.5%	97.8%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$7,920	Up 12.2%	\$7,602	\$7,645
Percent of expenditures for instruction**	62.4%	Down from 67.7%	64.2%	63.4%
Percent of expenditures for teacher salaries**	53.9%	Down from 60.0%	59.3%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Carver Edisto Middle School (CEMS) is committed to providing a learning environment that meets the needs of all students. CEMS currently serves 583 students in grades 6–8. This Title 1 school consists of 45% African American, 52% Caucasian, 1% Hispanic and 2% other with 62.5% receiving free or reduced lunch.

While the 2008 Report Card for CEMS indicates an Absolute Rating of At-Risk, the school's Improvement Rating is Average. Eleven of fifteen subgroups met standards in all content areas. The school continues to be in Restructuring; this demands that the school make significant, research-based change in teaching. Additionally, it offers to parents the opportunities for Supplemental Educational Services and School Choice. Of the schools with similar demographics, 12 earned a rating of Average, 32 Below Average and 5 At-Risk.

While we are not satisfied with the 2008 Report Card rating, we are encouraged by significant gains revealed in the data. Carver Edisto Middle School made the 5th greatest improvement in the state in English, the 2nd greatest gains in the state in Math and the 7th greatest improvement in the state in all subjects.

Encouraged by these results, the current restructuring efforts will continue with additional strategies geared to meeting the needs of all students, especially those identified at-risk subgroups. To this end, the School Improvement Council (SIC) is working to implement a mentoring program for at-risk students. The SIC consists of parents and faculty. All parents are invited to become a part of this Council or to provide input through a Council member.

Also, steps have been put in place by the School Leadership Team. This past year, CEMS has been committed to using data to drive instruction and this has had a tremendous impact on teachers' instruction, as well as students' understanding of their academic status. Student scores are anonymously reported on graphs posted in the classrooms. These graphs recognize student achievement and academic growth and are used to encourage and motivate students. Teachers are disaggregating data to determine areas of strength and weakness to establish flexible small groups for instruction. Based on this year's Report Card, the faculty targeted at-risk students for this flexible grouping.

For the upcoming year, we intend to continue the emphasis on data. In addition, current data underscore the need for an emphasis on writing and literacy. Succinctly stated, the literacy initiative addresses: training English Language Arts (ELA) teachers to be teachers of reading, training teachers on content reading, establishing reading expectations for all students, training ELA teachers on best practice in writing and developing writing proficiency according to State Standards.

We are confident that together, faculty, parents and community, will improve student learning.

Jeannie B. Monson, Principal  
Joni Whisenhunt, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	145	61
Percent satisfied with learning environment	85.7%	61.1%	73.3%
Percent satisfied with social and physical environment	85.7%	59.0%	62.7%
Percent satisfied with school-home relations	47.6%	68.8%	71.7%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

N

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	94.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	581	99.8	37.4	40.2	22.4	78.5	74.9	82.8	Yes	Yes
<b>Gender</b>										
Male	310	100	42	38.2	19.8	75.3	70	79.3	N/A	N/A
Female	271	99.6	32.1	42.5	25.4	82.1	80.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	307	99.7	29.1	40.4	30.5	84.6	82.5	89.5	Yes	Yes
African American	261	100	47.3	39.3	13.4	71.5	67	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	52.6	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	73.5	12.2	14.3	36.7	44.8	52	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	46.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	391	99.7	43.9	41.1	14.9	73.5	69.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	581	99.8	40.9	45.6	13.5	69.7	67.4	78.9	Yes	Yes
<b>Gender</b>										
Male	310	100	40.3	45.2	14.5	68.6	66.3	77	N/A	N/A
Female	271	99.6	41.7	46	12.3	71	68.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	307	99.7	30.9	49.1	20	77.9	77.5	87.2	Yes	Yes
African American	261	100	53.1	41.4	5.4	59.4	56	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.7	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	73.5	20.4	6.1	38.8	34.9	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	73.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	391	99.7	47.3	44.8	7.9	64.5	61	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	380	100	38	43.1	18.9	62	56.4	67.5
Gender								
Male	198	100	42.5	38.7	18.8	57.5	53.3	67
Female	182	100	33.1	47.9	18.9	66.9	59.7	68
Racial/Ethnic Group								
White	206	100	28.9	46.4	24.7	71.1	67.9	79.5
African American	166	100	50.3	37.6	12.1	49.7	43	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.3	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	41	100	76.3	13.2	10.5	23.7	26.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	249	100	47.1	39.5	13.5	52.9	48.6	55.1

Social Studies

All Students	388	100	37.6	44	18.4	62.4	59.5	72.3
Gender								
Male	203	100	36.4	44.4	19.3	63.6	60.7	71.5
Female	185	100	39	43.6	17.4	61	58.1	73.2
Racial/Ethnic Group								
White	206	100	32.3	41.7	26	67.7	68.3	80.7
African American	175	100	43.5	46.6	9.9	56.5	50.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	53.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	34	100	63.3	23.3	13.3	36.7	35	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	67.9
Socio-Economic Status								
Subsided meals	261	100	41.8	46.9	11.3	58.2	53	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	580	98.6	38.5	43.7	17.8	61.5	56.5	70.2	94.2	95.3
Gender										
Male	309	98.7	46.5	41.8	11.7	53.5	48	63.2	93.7	94.9
Female	271	98.5	29.6	45.8	24.5	70.4	66.1	77.5	94.7	95.6
Racial/Ethnic Group										
White	304	98.7	28.9	47.2	23.9	71.1	64.7	79.1	93.9	94.6
African American	264	98.5	50.4	38.3	11.3	49.6	47.7	57.6	94.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	81.1	92.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	47.4	62.6	94.9	96.1
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.6	96
Disability Status										
Disabled	55	90.9	82.2	15.6	2.2	17.8	12	26.1	91.9	94.5
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	98.3	93.2
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	40	61.2	94.6	96.2
Socio-Economic Status										
Subsidized meals	393	98.2	47.2	41.6	11.2	52.8	49.4	58.9	93.5	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	198	100	37.7	42.1	20.2	62.3
	7	189	100	40	34.3	25.7	60
	8	194	99.5	34.5	44.1	21.5	65.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	198	100	41	45.4	13.7	59
	7	189	100	36	45.7	18.3	64
	8	194	99.5	45.8	45.8	8.5	54.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	98	100	55.1	40.4	4.5	44.9
	7	189	100	31.4	43.4	25.1	68.6
	8	93	100	33.7	45.3	20.9	66.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	100	100	22.3	62.8	14.9	77.7
	7	188	100	44.8	35.6	19.5	55.2
	8	100	100	39.6	40.7	19.8	60.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	99.5	41.6	47	11.4	58.4
	7	187	97.9	36	35.5	28.5	64
	8	199	98.5	37.6	48.3	14	62.4

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